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ABSTRACT

Beginning with the assumption that any discussion of the university supervisor's role and function must be predicated on the welfare of the preservice teacher, the author surveys the complex of preservice field experience and its supervision, and proposes a new role definition for university supervisors as "instructors of supervising teachers." In this survey, the author examines (1) physical education student teacher morale in nine areas; (2) supervising teachers' opinions on selected competencies required of student teachers; (3) historical antecedents and present realities of preservice field experience; (4) the role of the university supervisor as presently understood at the author's university; (5) pressures forcing a reexamination of this role definition; and (6) a proposal for an "extended faculty outlook" in which the supervising teacher, after training in supervision techniques, is regarded as a field-based associate of the university. The review is concluded with four recommendations: (1) that a graduate program be devised to prepare teachers who desire to be supervisors of field experiences; (2) that the role of the university supervisor change from being a supervisor of student teachers to an instructor of supervising teachers; (3) that additional pay and faculty status be given to those supervising teachers who have completed the "extended faculty" program; and (4) that the physical education department at the author's university become a "model" program implementing the concept of "extended faculty." (MJB)

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Professional Preparation of Physical Education Majors and the Changing Role of the University Supervisor in Field Experiences

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Since I have been asked to discuss some of my thoughts on the role and function of the university supervisor I would like to begin by saying that we must first think about to whom we must be accountable, namely the students. The students, or the prospective student teachers are the ones to reap our professional expertise and everything we do and cogitate about must have the students in mind as our foremost goal. After all, the student teachers of today are the teachers of tomorrow!

Because the students are foremost in our minds the first question that should be asked is, are the students being adequately prepared for that capstone experience of student teaching? How do we know? What evidence do we have? I would like to share with you what is happening in my own institution.

This past year the Department of Physical Education for Women and the Department of Physical Education for Men were merged into a single department of Physical Education, Health and Recreation Studies. Historically, the Department of Physical Education for Women prepared females for public school teaching and the Department of Physical Education for Men prepared males to be teachers and coaches. Each program had a few options other than teaching available. With the advent of Title IX there was also some mixing of the students within the two programs. There were two fairly divergent philosophies between the two faculties as to what should constitute the professional preparation of students before the student teaching semester. The author, as well as many other faculty members, not only were interested in trying to more thoroughly understand each other's views, but also were interested in determining how each group of

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students perceived their readiness for student teaching. The faculties wanted to know what expectations students had before their student teaching experience, were their expectations realistic, and did they feel differently after student teaching. The university supervisors were concerned if the professional service they were providing was adequate or should their function change.

During the Spring Semester of 1976-1977 the writer coordinated the administration of the Purdue Student Teacher Opinionnaire (PSTO)[1] to all the students in the professional semester before and after student teaching. The students who were pursuing the Bachelor of Arts degree and who were all female comprised one group and are designated as BA-F. Those females who were pursuing the Bachelor of Physical Education degree comprised the second group and are designated as BPE-F and the third group were males in the Bachelor of Physical Education program and are designated BPE-M.

The Purdue Student Teacher Opinionnaire[1] is a 60 item standardized instrument devised to measure nine dimensions of student teacher morale. These dimensions of student teacher morale are:

Factor 1 "Rapport with Supervising Teacher" reflects feelings about the supervising teacher's competency as a teacher and his willingness and ability to work with student teachers.

Factor 2 "Student Teacher Rapport with the Principal" deals with feelings about the principal's professional competency, his interest in student teachers, and his skill in human relations.

Factor 3 "Rapport with the University Supervisor" focuses on his working relationships with student teachers, adequacy of time spent with and in the student teaching school, and his evaluation of their work.

Factor 4 "Teaching As A Profession" pertains to evaluation of teaching in terms of personal desires, satisfaction with teaching, and rewards and demands of the teaching profession.

[1]Price, J. A. & Bentley, R. R., The Purdue Student Teacher Opinionnaire, Purdue Research Foundation, p. 1.

Factor 5 "School Facilities" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of procedures of obtaining materials and services.

Factor 6 "Professional Preparation" has to do with subject matter courses, lesson planning, training for extra curricular activities, and adequacy of education courses.

Factor 7 "Rapport with Students" samples feelings about treatment received from students, reaction to student behavior, and degree of satisfaction from contacts with students.

Factor 8 "Rapport with Other Teachers" pertains to opinions regarding professional ethics, cooperativeness, helpfulness congeniality of teachers in the student teaching school.

Factor 9 "Student Teacher Load" deals with such matters as time demands, restrictions on non-professional activities, recordkeeping and clerical work.

The data from the PSTO were analyzed by comparing the nine individual factor scores obtained on the pre-student teaching administration with the nine individual factor scores obtained on the post student teaching administration.

Table 1 shows factor medians for the three groups for the pre and post student teaching administration.

TABLE 1. GROUPS AND FACTOR MEDIANS ON THE PRE AND POST STUDENT TEACHING ADMINISTRATION

FACTORS	BA-F		BPE-F		BPE-M	
#	Pre	Post	Pre	Post	Pre	Post
1	3.29	3.78	3.34	3.85	3.05	3.34
2	2.86	1.47	3.27	3.61	2.99	2.87
3	3.63	3.89	3.50	3.93	3.15	3.24
4	2.78	3.05	3.20	3.66	2.93	3.20
5	3.11	3.70	3.15	3.85	3.14	3.51
6	3.18	3.69	3.17	3.64	2.94	3.04
7	3.10	3.50	3.29	3.90	3.08	3.48
8	3.04	3.11	3.09	3.68	3.07	3.22
9	3.12	3.67	3.33	3.71	3.07	3.53

Table 1 reveals that the three groups improved their scores from the pre student teaching expectations to the post student teaching expectations (realism) except the BA females and the BPE males on Factor 2, Rapport with the Principal. The investigator believes that this can be attributed to the fact that principals do not make the effort to become known or helpful to the student teacher. Many times student teachers report that they meet the principal on the first day of student teaching and then they never see him or her again. However, it is gratifying to know that the expectations of the student teachers were more than fulfilled by the improvement in scores on all other factors.

When comparing the three groups on the pre student teaching factor scores (Table 1) it is noted that the BPE females had the highest factor scores of the three groups with the exception of Factor 3 (Rapport with University Supervisor) and Factor 6 (Professional Preparation) where the BA females again were higher. On the post student teaching administration the BPE females again were higher except for Factor 6.

Table 2 describes the items and shows the item medians for the pre and post student teaching administration for the three groups on Factor 2, Student Teaching Rapport with the Principal.

TABLE 2

FACTOR 2
STUDENT TEACHER RAPPORT WITH THE PRINCIPAL

Item Statements

1 The principal handled my student teaching problems sympathetically.

9 The principal was interested in me and my teaching.

#22 The principal had a good understanding of my student teaching assignment.

#35 I did not hesitate to discuss school problems with the principal.

#42 My work was judged fairly by the principal.

#47 The principal helped to make my work pleasant.

#56 The principal understood and recognized good teaching procedures.

#59 I felt free to discuss my student teaching problems with the principal.

TABLE 2. FACTOR 2 ITEM MEDIANS FOR THE PRE AND POST ADMINISTRATION OF THE PSTO

ITEM #	BA-F		BPE-F		BPE-M	
	Pre	Post	Pre	Post	Pre	Post
1	3.0	2.0	3.5	3.8	3.1	3.2
9	3.1	2.0	3.8	3.8	2.9	3.0
22	2.7	1.8	3.5	3.8	3.2	2.9
35	2.6	1.2	2.8	3.0	2.7	2.4
42	2.9	1.4	3.3	3.8	3.0	2.9
47	3.0	1.4	3.2	3.8	2.9	2.7
56	2.8	1.4	3.3	3.5	3.1	3.2
59	2.7	1.8	3.0	3.2	2.7	2.6

Table 2 shows that the BPE females improved their scores on each item from the pre to the post student teaching administration while the BA females and the BPE males lowered their scores on each item statement.

Table 3 describes the items and shows the item medians for the pre and post student teaching administration for the three groups on the Factor 3, Rapport with University Supervisor.

TABLE 3

FACTOR 3
RAPPORT WITH UNIVERSITY SUPERVISOR

Item Statements

7 My university supervisor's evaluation of my teaching was justified.

#17 My university supervisor's conferences were a real help to me.

#28 My university supervisor's crticism of my student teaching was constructive.

#30 The time my university supervisor observed me was sufficient for evaluating my work.

#46 I was at ease when my university supervisor observed me teaching.

#54 I felt free to discuss my teaching problems with my university supervisor.

#60 My university supervisor was a real help to me.

TABLE 3. FACTOR 3 ITEM MEDIANS FOR THE PRE AND POST ADMINISTRATION OF THE PSTO

ITEM #	BA-F		BE-F		BPE-M	
	Pre	Post	Pre	Post	Pre	Post
7	3.6	3.9	3.5	4.0	3.4	3.6
17	3.8	3.8	3.5	3.9	3.2	3.1
28	3.4	4.0	3.5	3.9	3.2	3.2
30	3.0	3.6	3.0	3.8	2.9	2.6
46	3.3	3.8	3.0	3.9	2.7	3.4
54	3.9	4.0	3.9	4.0	3.3	3.2
60	3.9	3.9	3.9	4.0	3.6	3.4

It is noted that the BPE males scored lower on each item than the BA females and the BPE females.

Table 4 describes the items and indicates the item medians for the pre and post student teaching administration for the three groups on Factor 6, Professional Preparation.

TABLE 4

FACTOR 6
PROFESSIONAL PREPARATION

Item Statements

#12 My professional preparation made me feel competent during my student teaching.

#24 My educational methods courses really helped me during my student teaching.

#39 The lesson planning work I did prior to student teaching was very helpful.

#40 My education courses prepared me to handle discipline problems.

#43 I was well-prepared to do student teaching.

#44 My subject matter courses really helped me in my student teaching.

TABLE 4. FACTOR 6 ITEM MEDIANS FOR THE PRE AND POST ADMINISTRATION OF THE PSTO

ITEM #	BA-F		BPE-F		BPE-M	
	Pre	Post	Pre	Post	Pre	Post
12	3.3	3.9	3.0	3.5	3.1	3.7
24	3.2	3.9	3.1	3.1	2.8	2.6
39	3.2	3.9	3.8	3.5	3.2	3.1
40	2.6	2.3	3.5	3.8	2.6	2.1
43	3.4	3.6	3.2	3.8	3.0	3.4
44	3.4	3.8	3.0	4.0	3.0	3.2

Table 4 indicates that the BPE males (BPE-M) have the lowest scores except on item #12 where the BPE females (BPE-F) were lower on both the pre and post student teaching administration.

Another group besides the students themselves whose opinions are very much respected concerning professional preparation of student teachers are the supervising teachers. An instrument named the Physical Education Professional Preparation Rating Scale for Supervising Teachers[2] was devised to provide information on selected competencies required of student teachers. It was evident from the results that supervising teachers as a group believed that student teachers should be able to demonstrate competencies in the areas of motor development, motor learning, biomechanics, and physiology of exercise. The supervising teachers also indicated that student teachers should be competent in all phases of methodology for planning and conducting innovative units and lessons. There was some division of opinion indicated on requiring the intermediate level of skill in a minimum of two physical activities. The majority stated that students should have "minimal" skill and knowledge in at least twelve movement activities and they should be able to demonstrate the intermediate level of skillfulness in at least two of the twelve activities.

The information gleaned from this study assisted in the development of an innovative professional preparation program in the Physical Education, Health and Recreation Studies Department at Purdue University. The department has formally approved the new major in physical education teaching and non-teaching, however a listing of the courses, content of the new curricula, and procedures for implementation cannot be given at this time as all steps within the university for formal approval have

[2] Price, J.A., Physical Education Professional Preparation Scale for Supervising Teachers, unpublished, 1977, 4 pp.

not been completed.

Another question the author was attempting to answer concerned the role of the university supervisor. What should be the role of the university supervisor in view of this information? Should the university supervisor perform the same functions as in the past or should the role change from being a supervisor of student teachers to a "preparer" of supervising teachers?

Although the data obtained from the pre and post administration of the PSTO on Factor 3, Rapport with the University Supervisor, indicated that student teachers were satisfied with the working relationships with the university supervisors, there are a few other factors which should be considered when looking at the function or role of the university supervisor.

Let us look back historically as to how students received the practical experience aspect of their training in becoming a licensed teacher. Prior to the fifites most universities and teacher training colleges placed their students in laboratory schools where the students received practical teaching experience under the direction of a very competent teacher. However, due to the increased number of students in teacher education programs beginning in the early fifties and continuing through the sixties, colleges and universities had to find alternative sites for placing student teachers. They shifted their placements to public schools. When this happened the student teaching triad reemerged. In the triad arrangement the classroom teacher is responsible for the day to day supervision of the student teacher and the university supervisor visits an average of three to five times during the assignment.

Most colleges and universities today, including Purdue, are using the triad arrangement where the university supervisor observes, holds an evaluation conference with the student teacher, confers with the supervising teacher and conducts a three-way conference with the student teacher and the supervising teacher. Also, some university supervisors conduct either on-site or campus seminars for the student teachers and most are responsible for assigning the student teaching grade.

Over a year ago when the department was first concerned with curriculum development for a joint teaching major leading to either the Bachelor of Arts degree or the Bachelor of Physical Education degree the author was asked to define and describe the role of the university supervisor. This is how the role of the university supervisor was viewed at that time:

"The role of the university supervisor is to serve as the liason person between the university and the department within the university and the public school and between the student teacher and the supervising teacher. In order to fulfull the liason role the university supervisor performs several functions, such as:

1. working with the Director of Student Teaching in making placement recommendations.
   a. observation of the student's professional education record, conferring with her personally, and conferring with colleagues teaching in the area of methodology and supervising pre-student teaching field experiences.
   b. identification of appropriate student teaching schools.
   c. matching student teachers with appropriate supervising teachers.

2. providing general guidance to a group of student teachers through:
   a. Ed. 416 - methods course during first eight weeks of professional semester.
   b. group seminar to discuss common problems relating to student teaching - usually occurs fourth Friday during student teaching.

3. providing specific guidance to each student teacher through:
   a. individual conferences with students before student teaching begins.
   b. a minimum of three one-half day visits for observation of each student teacher.
   c. individual conferences with the student teacher to cooperatively analyze what was observed; give constructive criticism and make recommendations for improvement; and insist upon high standards of performance.
   d. individual conferences with the supervising teacher.
   e. three-way conferences with the student teacher and the supervising teacher.

4. establishing a tension-free atmosphere for the student teacher during the student teaching experience.

5. assuming a leadership role on the team (student teacher, supervising teacher, university supervisor) which is concerned with the growth of the student teacher.

6. being actively involved in continuous and cooperative evaluation of the student teaching program and the progress of each student teacher in the program:
   a. administration of the Purdue Student Teacher Opinionnaire.
   b. completion of an open-ended evaluation instrument re- student teaching, the student teaching program, the supervising teacher, and the university supervisor.
   c. completion of evaluation instruments by the supervising teacher and the university supervisor mid-way through student teaching and at the conclusion of student teaching.

7. providing a follow-up of each student teacher through written and oral recommendations for job placement currently and in the future when requested.

8. providing assistance to the group of supervising teachers working with student teachers whose growth she is responsible (e.g. conferences, workshops, seminars, printed materials and resources).

9. providing assistance to individual suprvising teachers through conferences, making materials and resources available, sharing background data on the student teacher and her university preparation, interpreting university educational programs and acting as a curriculum consultant and resource person for improving programs and the quality of instruction in the public school.

10. participating with other university supervisors in study and improvement of the student teaching program, including her own professional in-service growth through attendance and participation in professional organizations and conferences.

11. maintaining professional contact and interpreting the student teaching program and the policies of the university and the department to the personnel of the cooperating public school and the school corporation.

12. communicating problems met by student teachers and the concerns and feelings of supervising teachers to the appropriate university personnel which will provide for cooperative efforts to improve the professional preparation program (specifically major courses and professional education courses).

13. maintaining open communication between the Director of Student Teaching and the Department."

Now the author views the role of the university supervisor in a somewhat different context. There are many factors which have caused this thinking to change. First, in many situations where the number of student teachers to supervise is over twenty, it is impossible to give each student teacher the time required for adequate supervision. This causes the common complaint that the university supervisor is not readily available and he or she is not helpful wher present. Secondly, in many institutions, including mine, the supervisor of student teachers is on the low end of the academic totem pole. Consequently, the professor's major work requires him or her to be on campus where the professional rewards are. Thirdly, even if the professor is willling to spend the time required, many times he is unfamiliar with the day to day program in the student teaching setting and can be little more than a public relations person.

Another common problem is that the supervising teacher does an inadequate job of supervising the student teacher which is to the detriment of the total teacher education program. Supervising teachers are often selected on the basis of their own teaching ability as well as certain requirements mandated by the State, such as in Indiana the teacher should have a Master's degree and a minimum of three years teaching experience. This does not insure that the teacher has skill in supervisory techniques.

Therefore, the writer is proposing that administrators and others involved in conducting field experiences and student teaching look seriously at the "extended faculty" concept. This concept is not new and in many situations the concept has been implemented in terms of a Student Teaching Center. For those who are unfamiliar with the "extended faculty" concept, it is one in which the public school teacher is trained to become a skilled supervisor and evaluator of student teachers. In the author's opinion, the key is in the selection and training of the public school person who will be fulfilling this role. It has to be a person who exhibits a willingness to become a specially trained supervisor and be willing to assume responsibility for teacher center site management. This self-nomination procedure would indicate a sincere interest and those persons then would be encouraged to participate in a series of training sessions. The training sessions might include: an exploration of the professional preparation program and course objectives experienced by the student teacher; an analysis of principles and practices for sound supervisory behavior; and an investigation of selected problem areas in student teaching with diagnosis and prescriptive strategies for facilitating day to day problem solving. Also included in the preparation program of the "extended faculty" member should be an internship

where the person works with a student teacher under the direct guidance of the university professor.

Colleges and universities need to establish a field experience supervisor option within graduate programs leading to certification or a Master's degree. In Indiana the State Department of Public Instruction recently changed the requirements for undergraduate teacher certification. They are mandating field experiences beginning the freshman year on through student teaching for every student who is in teacher education. This not only is placing a burden on public school personnel but the university must provide supervisors for these students engaged in all types of field experiences. The writer believes a field experience supervisor's option would alleviate the void of not having sufficient public school personnel to supervise all types of field experiences, and lessen the number of university supervisors required to supervise.

The Master's program which is being proposed would contain twelve hours of all types of course work and six hours of internship. The twelve hours of course work would include four three hours courses encompassing courses titled "An Introduction to Teacher Education", "Supervision of Field Experiences and Student Teaching", and "Research in Teacher Education". The internship would be a minimum of one semester when the supervising teacher would work closely with a student teacher and one or two underclassmen who are participating in a field experience. He or she would be under the direct guidance of the university professor. An integral part of the internship would be regularly scheduled seminars conducted by the university professor. These seminars would include a sharing of information, clarifying expectations, solving on-site problems, organizing administrative detail, etc.

Thus, the university professor is no longer a supervisor of student teachers but his or her role changes to an instructor of supervising teachers. Minimal on-site visitations to the school would still be required but the university supervisor's attention would be directed to the supervising teacher and only incidentally with the student teacher.

Another question arises in terms of what about those who are currently serving as supervising teachers? How are they assisted in keeping up with the latest research and practices in teacher education and supervision? The obvious answer is that the university professor must offer infrequent seminars. A team teaching approach could be utilized and the seminars could deal with twenty or more supervising teachers at a time. The seminars would occur at least once or twice a semester before and after a pool of "certified" supervising teachers have been trained.

There should be some "fringe" benefits for the supervising teacher after he or she has completed such a training program. A person who has fulfilled these requirements should have university or college faculty status with the rank of lecturer or instructor in a non-tenure track. The tenure process would be the responsibility of the public school. Along with faculty status would include an increase in honorarium and all the benefits received by any full-time member of the faculty.

The student teacher and those underclassmen participating in field experiences will benefit by having a supervising teacher who is not only a good classroom teacher but also one who has had special preparation as a supervising teacher.

The university would benefit from this program leading to the "extended professorship" in many ways, namely: supervisors of field experi-

ences would be adequately trained in the area of supervision and in the principles and practices of the teacher education program; the university would gain more graduate students; fewer university supervisors would be required to supervise field experiences; field experience supervisors could lend their expertise in university course work as lecturers, panel members, and resource persons; field experience supervisors could serve as consultants and be partners in research related to teacher education.

In summary, the author is suggesting that:

1. a graduate program be devised to prepare teachers who desire to be supervisors of field experiences.
2. the role of the university supervisor change from being a supervisor of student teachers to an instructor of supervising teachers.
3. additional pay and faculty status be given to those supervising teachers who have completed the "extended faculty" program.
4. the Department of Physical Education, Health and Recreation Studies at Purdue University will become a "model" program which implements the concept of "extended faculty".

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